

CHAPTER I

INTRODUCTION

I.1. Background of the Problem

English is an international language. Many countries learn English as a tool of communication. Harmer (2001:1) states that English has become a lingua franca which means that it is a means for people to communicate with other people either spoken or written English to share information. Generally, there are four basic skills of English. They are reading, writing, listening and speaking. Reading and listening are called receptive skills, speaking and listening are called productive skills.

G.Wolley (2011) says that reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. Reading is a way to understand the meaning of the texts. It is much important process in learning and this skill must be mastered by the students because through reading students can improve their knowledge and understand the material in learning English. So, it is important to comprehend the texts by the students.

Furthermore, Darolin Jones (2004) states that reading is a very personal and individual process. It determines how the students are able to think, that it has a fundamental effect on the development of imagination, and thus exerts a powerful influence on the development of emotional and moral as well as verbal intelligence and therefore on the kind of person they are capable of becoming. Thus, reading needs knowledge to comprehend the texts, because by getting knowledge the reader can get information from the texts.

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According to Klinger (2007) , reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency. Reading comprehension is one of the basic skills to be acquired during the language courses, it may be the most teachable of the four language skills (reading, listening, speaking and writing). Reading comprehension is the application of a skill that involves other purposes (listening or oral comprehension) to a new form of input (text). In reading comprehension, the reader interacts with the message encoded in the text to generate an understanding of an author' message. So, reading comprehension is an interaction between the writer and the reader. So, they must be able to comprehend the meaning of text. Reading comprehension has five indicators; finding factual information, finding main idea, finding the meaning of vocabulary, finding reference, finding inference (King and Stanley: 2004).

In curriculum of language development center, the students have to be able to read and understand the text. In Language Development Center of State Islamic University of Riau, reading is one of the basic skills that students have to master. Reading skill is one of the tests which is given to students to evaluate their ability during a semester at the end of the semester. However, it shows, reading comprehension is an important skill everyone in study that must be mastered by the

students. There are many texts applicable at the second semester, such as, narrative, descriptive, expository, and argumentative/persuasive texts. Many students are still difficult to comprehend the narrative text. In the classroom, the students are required to read narrative texts to complete class assignment.

Based on the writer's observation in the class in March 2016, the teacher taught reading to students and gave a passage to students then they collected their answer sheets. After correcting students' answer, the teacher told most of the students got low score. The English tutor or lecturer said that the Minimum Completeness Criteria (MCC) of English at Language Development Center of UIN SUSKA Riau is B, but still more students obtained low English scores which were lower than MCC. The result was below the expectation. Most the students failed to comprehend the reading text well. The students got difficulties to determine main idea, answer the question based on the text. They also got difficulties to understand the content of the text, make inference and reference. It proves that the teacher's strategy in teaching reading comprehension still cannot improve students' ability in reading comprehension. However, teacher should use appropriate strategy to improve students' ability in reading comprehension. By using the good strategy in teaching, the teacher can help the students think critically and develop their ideas.

According to Opitz and Guccione (2009), Directed Reading Thinking Activity (DR-TA) is a strategy that boosts reading comprehension by making transparent how proficient readers make and confirm predictions while they read. Direct Reading Thinking Activity (DR-TA) is a strategy that explicitly teaches students good reading habits. This strategy helps strengthen reading comprehension or reading and critical

thinking skills. DR-TA can be used across all grades and learning abilities. In teaching reading comprehension, DR-TA can be appropriate strategy for teacher to develop students' ability in reading comprehension. Direct reading Thinking (DR-TA) strategy is a teaching strategy that guides the students through the process of making predictions based on the information that the text has provided them. The teacher asks questions about the text, the students answer them, and then develop predictions about the text. As the students move through the text, their predictions are changed and modified according to the new information that is provided from the text.

Raphael (1986) states that Question-Answer Relationships (QAR) strategy is a reading comprehension strategy developed to clarify how students approach the tasks of reading texts and answering questions. It encourages students to be active, strategic readers of texts. Question-Answer Relationship strategy outlines where information can be found in the text or in students' head.

Both DR-TA and QAR strategies are the good strategies to apply in reading comprehension during teaching learning process, so the writer wants to conduct the research to determine which strategy is more effective in improving students' reading comprehension entitled "A Comparative Study on the Effect of Using Direct Reading Thinking Activity (DR-TA) and Question Answer Relationship (QAR) Strategies on Students' Reading comprehension at Language Development Center of State Islamic University of Riau"

I.2. Statement of the Problem

From the explanation above, it shows that reading is an important skill because in reading, we can transfer knowledge from passage. The students can get more information and new knowledge from reading, and of course reading can develop students' knowledge. The problems in this research are identified as follows: The students got difficulties to comprehend the text, to find out the main idea, to answer questions based on the text, and the students got difficulties to determine inference and reference.

It has been realized that the students at State Islamic University of Suska Riau still face the problems in reading comprehension. Some questions should be addressed. Why do the students get difficulties to comprehend the text? Why do the students get difficulties to find out the main idea? Why do the students face difficulties to answer the question based on the text? Why do the students get difficulties to determine inference and reference? Is Direct Reading Thinking activity or Question Answer reading strategy able to solve the students' problem in reading comprehension? Which one is more effective between Reading Thinking activity and Question Answer reading strategy in improving students' reading comprehension?

Talalabdalhameed (2012) states that reading comprehension is a process that requires how to decode through the development of an extensive repertoire of sight words, learning the meanings of vocabulary words encountered in the texts, and learning how to abstract meaning from the text. It represents how well readers understand literal comprehension a text which concentrates on explicit meaning and

inferential comprehension which concentrates on implicit meaning in the reading text.

Strategy that teacher used still cannot solve the students' problems in reading comprehension. Both Direct Reading Thinking Activity (DR-TA) and Question Answer Reading (QAR) strategies are good strategies to improve students' reading comprehension and they are appropriate strategy for teachers in teaching reading comprehension.

Odman (2012) says that Direct Reading Thinking Activity is intended to develop students' ability to read critically and reflectively. Further, Conner (2006) states that QAR is a reading strategy in which the students categorize comprehension question according to where they get information they need to answer each question.

I.3. Limitation of the Problem

The problems of students in reading comprehension have been explained above. This research focused on the comparison between the using of Direct Reading Thinking Activity (DR-TA) and Question Answer Relationship (QAR) on students' reading comprehension at language development center of State Islamic University of Sultan Syarif Kasim Riau

Two classes of language development center were chosen as the subject of this research. They were divided into two groups. One class was as an experimental group 1 and one group was as an experimental group 2 . They were taught by the same teacher in clas. The participants of the research werethe third semester students.

The sample used was cluster sampling. Gay (2000) states that cluster sampling randomly selects group that has similar characteristics.

The research was conducted at language development center of State Islamic University of Sultan Syarif Kasim Riau which is located on KH. Ahmad Dahlan Street. The research was done within two months.

I.4. The purpose and the objectives of the study

The purpose of this study is to compare the use of Direct Reading Thinking Activity (DR-TA) and Question Answer Relationship (QAR) strategies on students' reading comprehension at language development center of State Islamic University of Riau.

This research was done to fulfill the objectives specifically can be stated as follows :

1. To determine the difference on students' reading comprehension before being given treatments between using DR-TA and QAR strategies.
2. To determine the difference on students' reading comprehension before and after being given a treatment between using DRTA strategy.
3. To identify the difference on students' reading comprehension before and after being given a treatment between using QAR strategy.
4. To find out the significant difference on students' reading comprehension after being given treatments between using DRTA strategy and QAR strategy.

I.5. The research questions

1. Is there any significant difference on students' reading comprehension before being given treatments between using DR-TA and QAR strategies?
2. Is there any significant difference on students' reading comprehension before and after being given a treatment between using DRTA strategy?
3. Is there any significant difference on students' reading comprehension before and after being given a treatment between using QAR strategy?
4. Is there any significant difference of reading comprehension after being given treatments between using DRTA and QAR strategies?

I.6. Significance of the study

This research was conducted to increase students' achievement on reading comprehension such as improving students' score neither in the learning process nor final test at the end semester, the increasing of Minimum Completeness Criteria (MCC) for English subject. It was also expected to improve teacher's strategy in teaching learning process so the students were more creative and innovative in teaching and learning process.

Teacher should do the best effort in teaching learning process in increasing students' achievement on reading comprehension. The teacher should be selective to choose appropriate strategy in teaching and learning process. The change of the teacher's strategy in teaching learning process, the teacher was able to determine which strategy was better in increasing students' reading comprehension between

Direct Reading Thinking Activity (DR-TA) and Question Answer Relationship (QAR)

I.7. Rational of the study

Nunan (2005) states that reading is a set of skills that involves making sense and deriving meaning from the printed word. In order to read, the readers must be able to decode (sound out) the printed word and also comprehend what they read. Reading is an important process to transfer knowledge from the text to readers' mind. In reading comprehension, the students need to have a good comprehension so the message on passage would be received well. In language development center, reading comprehension is one of the important skills for the students to be mastered. However, many students faced difficulties in reading comprehension such as finding factual information, finding main idea, finding references and inference. It proved that the strategy that used by teacher was not effective enough to enhance students' ability in reading comprehension.

Choosing an appropriate strategy in teaching reading is an important thing in teaching learning process. Teacher should be selective to determine what strategy is appropriate to the class situation. Direct Reading Thinking Activity (DR-TA) is a strategy that intended to develop students' ability to read critically and reflectively (Odwan : 2012). In reading comprehension, the students should be able to think critically in comprehending the text. While, Question Answer Relationship (QAR) is strategy that helps the students integrate information in a reading of text, relate textual information to their own prior knowledge and monitor their understanding while

reading (Therrien and Hughes:2008). Both of DRTA and QAR strategies are the strategies that can be used in increasing students' reading comprehension. .

I.8. Definition of key term

1. Reading comprehension is a fluent process of readers combining information from a text and their background knowledge to build meaning (Nunan,2003:68)
2. DR-TA isDirected Reading Thinking Activity (DRTA) is a general plan for directing the reading of either basal reader stories or content area selections and for encouraging children to think as they read, to make predictions and check their accurac (Russell Stauffer, 1988:206)
3. The QAR strategy is described as a method for enhancing students' abilities to answer comprehension questions maintains, the QAR strategy teaches learners about the relationship that exists between questions and answers and strategies needed to find information to answer the questions (Raphael 1982)